

**THE INFLUENCE OF USING SNOWBALL THROWING TECHNIQUE  
TOWARDS STUDENTS' READING COMPREHENSION ABILITY IN  
DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF  
TENTH GRADE OF SMA NEGERI 1 TANJUNG  
RAYA IN THE ACADEMIC YEAR OF  
2018/2019**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

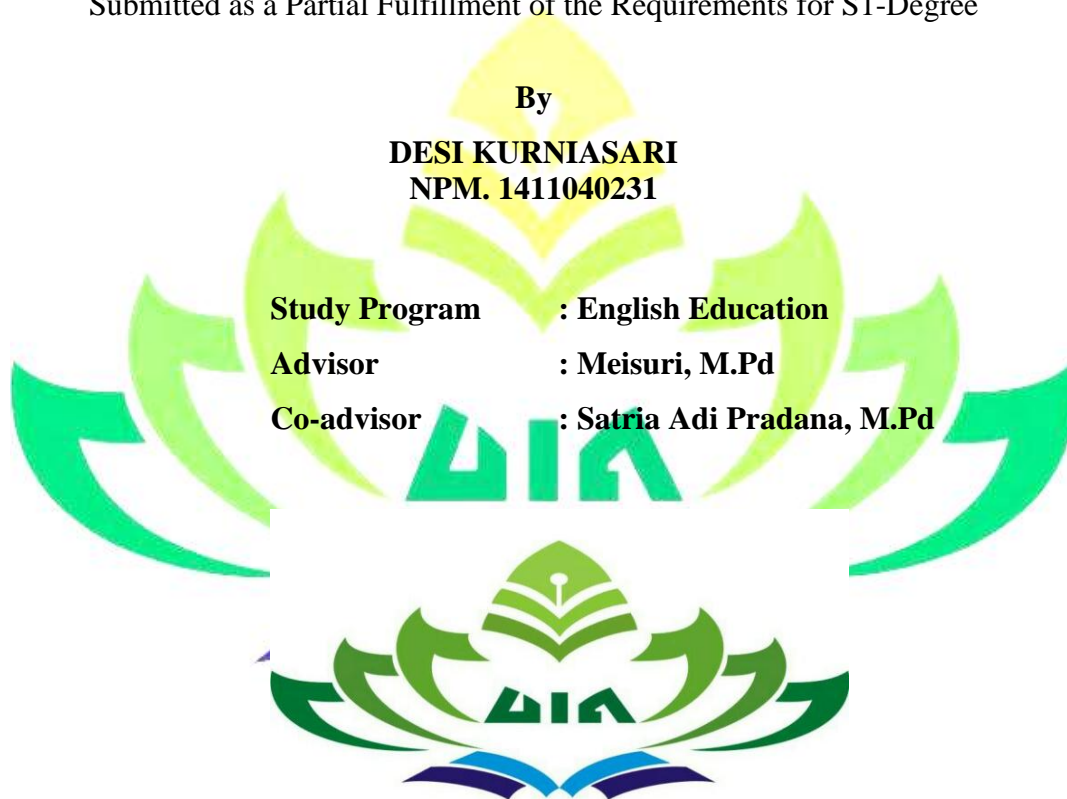
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2019**

## ABSTRACT

### THE INFLUENCE OF USING SNOWBALL THROWING TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF TENTH GRADE OF SMA NEGERI 1 TANJUNG RAYA IN THE ACADEMIC YEAR OF 2018/2019

By  
**Desi Kurniasari**

As one skills which should be mastered by the students in English learning, the students still find reading difficult. It can be seen in preliminary research. There were 71,00% of the students who got the score under 70 as the criteria of minimum mastery. Thus, the new technique was proposed, the technique was snowball throwing technique. The objective of this research is to know whether or not there is significant influence of using snowball throwing technique towards students' reading comprehension in descriptive text.

The quasi experimental design was used in this research. The sample of research was two classes consisting of 34 students for experimental class and 33 students for control class. The treatments were held 3 meetings for each class. In collecting the data, the writer used instrument in the form of multiple choice test. Before giving treatment, the pre-test was gave for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, SPSS was used analyzed the data to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $Sig. = 0.000$  and  $\alpha = 0.05$ . it mean  $H_a$  is accepted because  $Sig. < \alpha = 0.000 < 0.05$ . Therefore, there is a significant influence of using snowball throwing technique towards students' reading comprehension in descriptive text at the first semester of the tenth grade of SMA Negeri 1 Tanjung Raya.

**Keywords :** descriptive text, reading comprehension, snowball throwing technique



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## MOTTO

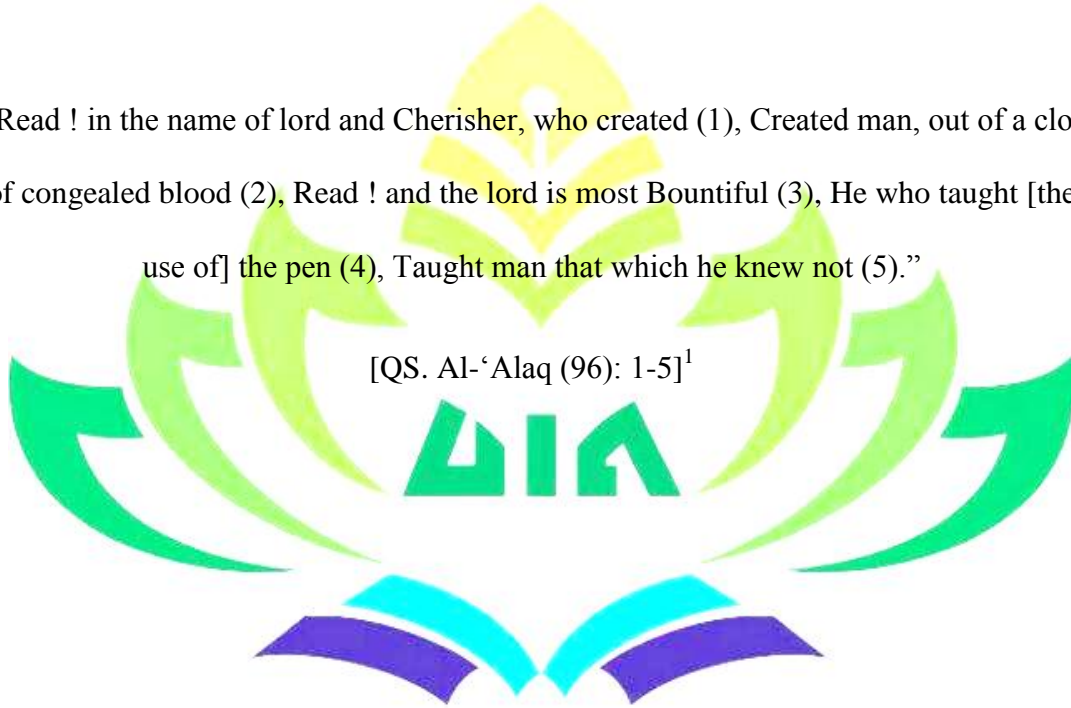
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

عَلَّمَ الْإِنْسَانَ لَمْ يَكُنْ لَمْ يَعْلَمْ (٥)

“Read ! in the name of lord and Cherisher, who created (1), Created man, out of a clot of congealed blood (2), Read ! and the lord is most Bountiful (3), He who taught [the use of] the pen (4), Taught man that which he knew not (5).”

[QS. Al-‘Alaq (96): 1-5]<sup>1</sup>

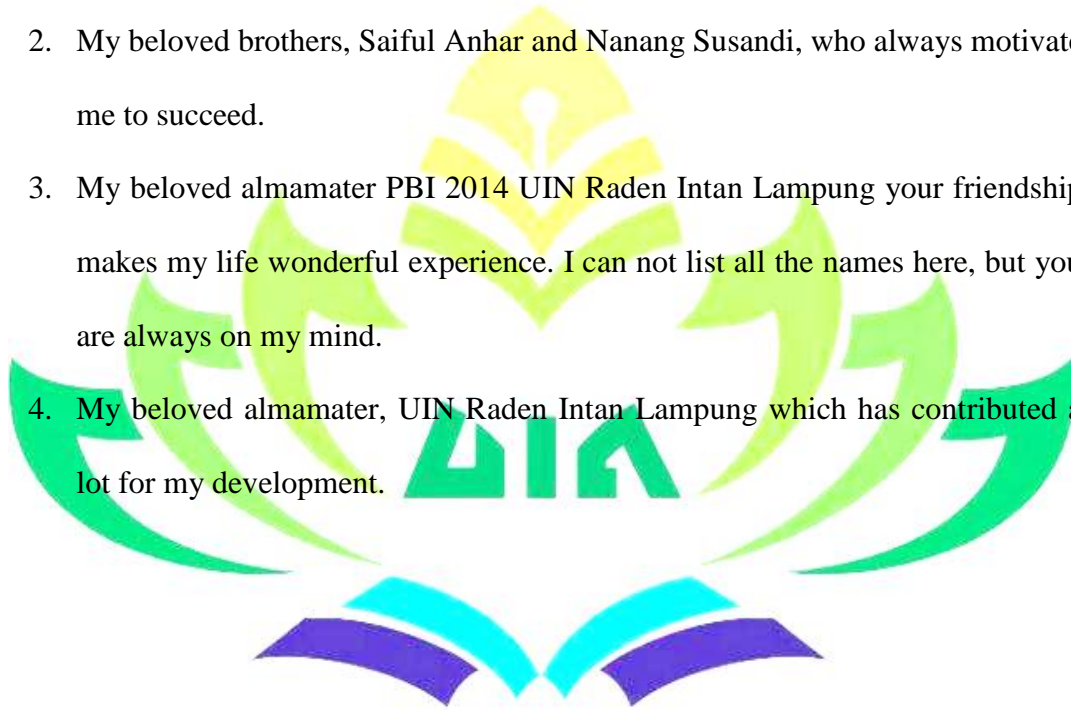


<sup>1</sup> Abdullah Yusuf ‘Ali, *The Holy Qur’an, Text and Translation*, (India: Millat Book Centre, 2006), p.240

## DEDICATION

This thesis is dedicated to everyone who care and love me. I would like to dedicate this thesis to :

1. My beloved parents, Mr. Toyib and Ms. Toipah, who always pray, support and guide me to be successful in my study and my life.
2. My beloved brothers, Saiful Anhar and Nanang Susandi, who always motivate me to succeed.
3. My beloved almamater PBI 2014 UIN Raden Intan Lampung your friendship makes my life wonderful experience. I can not list all the names here, but you are always on my mind.
4. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot for my development.

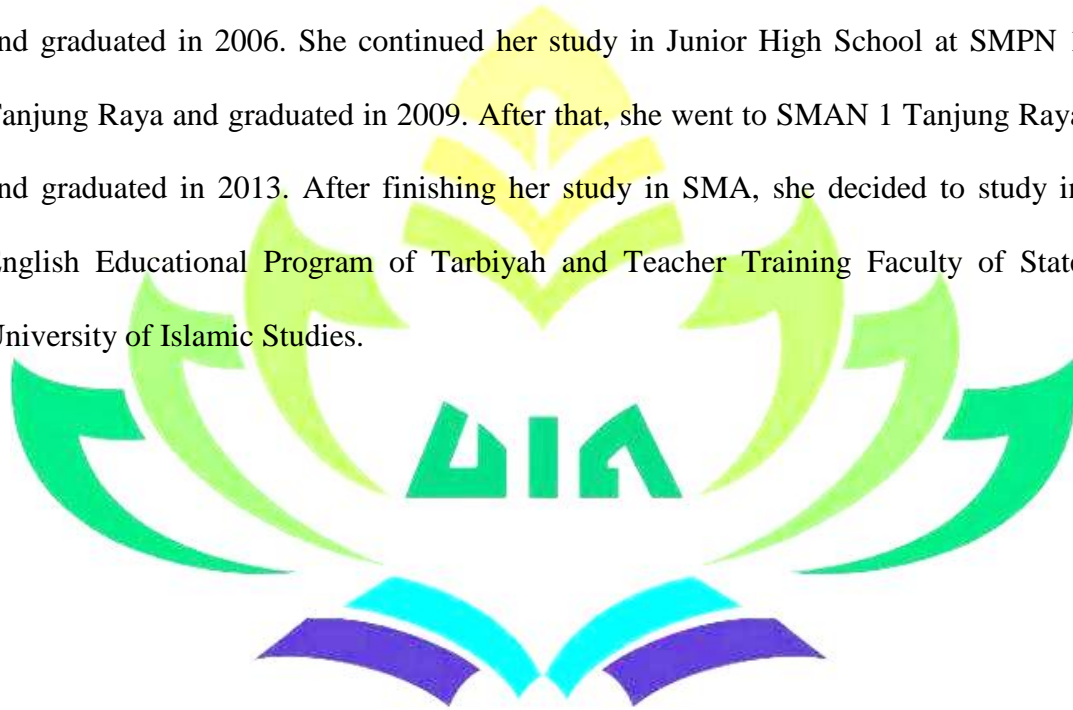




## **CURRICULUM VITAE**

Desi Kurniasari was born in Brabasan on December 29<sup>th</sup>, 1995. She is the last child of Mr. Toyib and Ms. Toipah. She has two brothers whose names are Syaiful Anhar and Nanang Susandi.

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All praises to Allah, the most gracious and the most merciful who has given the blessing and chance for completing this thesis. Peace and blessing upon our prophet Muhammad peace be upon him. This thesis entitled “The Influence of Using Snowball Throwing Technique in Descriptive Text at the First Semester of the Tenth Grade of SMA Negeri 1 Tanjung Raya in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.

In finishing this thesis, there were so many help that was given. Therefore, the gratitude and appreciation would like to be delivered to :

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Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this the writer truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, December 2018

The writer,

**Desi Kurniasari**

NPM. 1411040231

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

The pace of change seems to be more over the past years. The world has change unconsciously as well as the technology and world knowledge. This is really inevitable that the communication to other countries is boarder than before. In this matter, to support to communication with another, the need of medium inevitable. It is acknowlegde that language is the only way to communicate to others.

In this era, in order to fulfill the urge to compete against other countries, the important role which English held as international language is really needed in Indonesia. It can not only be seen as a tool of communication, but also as an ability which should be mastered by the students. There are four basic skills in learning English, they are listening, speaking, reading and writing.

One of basic skills, the ability to process the understanding of a written text is called reading. People often call reading as a window to the world. By reading a lot, the wide information and knowledge can be obtained

without going somewhere. It is not only knowledge, but also help to expand the insight vocabulary.<sup>2</sup>

According to Harmer, reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.<sup>3</sup> It means that students read English text to increase vocabulary. Then, they get better knowledge from information. Reading is source of getting information. The students have a lot of information, and they should find many kinds of information source that are written in English.

According to Brown there are some criteria that are commonly used in measuring students' ability in reading comprehension. They are main idea, expression/idiom/phrase in context, inference, grammatical features (reference), detail excluding fact not written, supporting idea and vocabulary.<sup>4</sup> It means that students should have ability in identifying main idea, inference, grammatical features (reference), detail, excluding fact not written, supporting idea and understanding vocabulary.

In order to gain basic information about students' problem in reading comprehension, the preliminary research was conducted on February 19<sup>th</sup>, 2018 at SMANegeri 1 Tanjung Raya. To get the data of preliminary research

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<sup>2</sup>Elizabeth S. Pang. et.al, *Teaching Reading*, (Chicago: SADAG, 2003), p.20

<sup>3</sup>Jeremy Harmer, *How to Teach English* (Oxford: Person Longman, 2007), p. 99

<sup>4</sup>H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, (San Fransisco: Pearson Education Longman, 2004), p. 206.



the interview schedule was applied to the English teacher and gave questionnaire to the students at SMA Negeri 1 Tanjung Raya.

Based on the interviewed by the English teacher, Dessy Purnamasari, S.Pd, she said the students' problems in learning reading are because the students do not have many vocabulary and the students' reading comprehension is still low. They will have difficulty in understanding the reading passage. Table 1 shows the students' reading comprehension score.

**Table 1**  
**Students' Reading Comprehension Score of The Tenth Grade At SMA Negeri 1 Tanjung Raya**

No	Class	Students' Score		Number of Students
		$\geq 70$	$< 70$	
1	X IPA1	10	27	37
2	X IPA2	7	28	35
3	X IPS1	9	25	34
4	X IPS2	13	21	34
5	X IPS3	11	22	33
Total		50	123	173
Percentage		29,00 %	71,00%	100%

Source: *The score from English teacher of SMA Negeri 1 Tanjung Raya*

Based on the table above, there were 50 students who passed the test base on criteria of minimum mastery out of 173 students. And 123 students failed. In this case, criteria of minimum mastery in SMA Negeri 1 Tanjung Raya was 70 and there were many students who get score under 70. It was

found that the total number of students who get difficulty in reading is 123 out of 173. It means that students who get difficulty to learn reading 71,00%.

After conducting an interview with teacher, this research also gave the questionnaire to the students. Found some factors of students' problems in learning English especially reading. They did not like English and difficulty in learning English. Students were bored learning English. Students had difficulty in comprehending English text, because teacher did not use interesting strategy for students.

Based on the explanation above, in this research gave alternative technique. That is Snowball Throwing Technique. According to Bayor (2010) in Jumanta Hamdayana, Snowball Throwing is one model of active learning which in practice involves many students. The role of teachers here only as a landing early on the topic of learning and further, the control of the course of study.<sup>5</sup>

According to Shoimin, Snowball Throwing is the development of the discussion learning model and part of cooperative learning.<sup>6</sup> It means that Snowball Throwing Technique are model and part of cooperative learning which divides students into several groups to discuss. Snowball Throwing Technique effective to be in teaching reading comprehension.

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<sup>5</sup>Jumanta Hamdayana, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Penerbit Ghalia Indonesia, 2014), p.158.

<sup>6</sup>Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-ruzz Media, 2014), p. 174

Additional, Uvie Luthfiyatul Arofah on her thesis, she said that Snowball Throwing Technique can make the students comprehend the text easily.<sup>7</sup> It mean Snowball Throwing Technique is one of technique which can be used to teach reading comprehension, it helps the students to comprehend the text easily.

According to previous research by Ponda Sari Styawati, she said that Snowball Throwing Technique was effective in improving students reading comprehension. Snowball throwing made the students interest in learning English, especially for reading material. The students felt enjoyable, they become enthusiast with the material given, and the students more interest to learn English lesson.<sup>8</sup> It mean that Snowball Throwing Technique is effective to improving students reading comprehension.

Based on explanations above, it could be concluded that Snowball Throwing was part of cooperative learning which divides students into several groups to discuss. Moreover, Snowball Throwing technique could make the students comprehend the text easily and the students felt enjoyable to learn English lesson

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<sup>7</sup>Uvie Luthfiyatul Arofah, *Snowball Throwing Technique in Teaching Reading Descriptive text of Animal to the 8th Grade of Junior High School*, (Case Study: State University Surabaya, E-Journal UNESA, Vol 5, No 3, 2017), p.3

<sup>8</sup>Ponda Sari Styawati, *Teaching Reading Comprehension Through Snowball Throwing Teaching Technique*, (Bengkulu Junior High School, Indonesia, Al-Ta'lim, Vol 13, No 2, Juli 2014), p. 299.



Snowball Throwing Technique will be used in SMA Negeri 1 Tanjung Raya. Therefore, the title of research is “The Influence of Using Snowball Throwing Technique towards Students’ Reading Comprehension in Descriptive Text at the First Semester of the tenth grade of SMA Negeri 1 Tanjung Raya of 2018/2019 Academic Year”.

### **B. Identification of the Problem**

Based on the problem above, the problem was identified as follows :

1. The students at the tenth grade of SMA Negeri 1 Tanjung Raya have limited vocabulary.
2. The students’ reading comprehension was still low.

### **C. Limitation of the Problem**

In this research focused on the influence of using Snowball Throwing Technique towards students’ reading comprehension in descriptive text at the first semester of the tenth grade students of SMANegeri1 Tanjung Raya in academic year of 2018/2019.

#### **D. Formulation of the Problem**

The problem was formulated as follow: is there a significant influence of using snowball throwing technique towards students' reading comprehension in descriptive text at the first semester of the tenth grade students of SMANegeri1 Tanjung Raya in the academic year of 2018/2019?

#### **E. Objective of the Research**

The objective of this research was to know whether there is influence of using snowball throwing technique towards students' reading comprehension in descriptive text at the first semester of the tenth grade of SMANegeri 1 Tanjung Raya in the academic year 2018/2019.

#### **F. Significance of the Research**

1. Theorically: the result of this study could be used a source of information for further reaserch in teaching reading by using snowball throwing technique.
2. Practically: hopefully this research would help teacher applying appropriate technique in teaching reading skill. Then, this research would be useful for student to solve their problem in reading ability and improve their reading skill. Moreover, this study can be benefical for institution to improve teaching English especially in reading subject.

## G. Scope of the Research

The scope of the research as follows:

### 1. Subject of the Research

The subject of the research was the students of the tenth grade at SMANegeri 1 Tanjung Raya in the academic year of 2018/2019.

### 2. Object of the Research

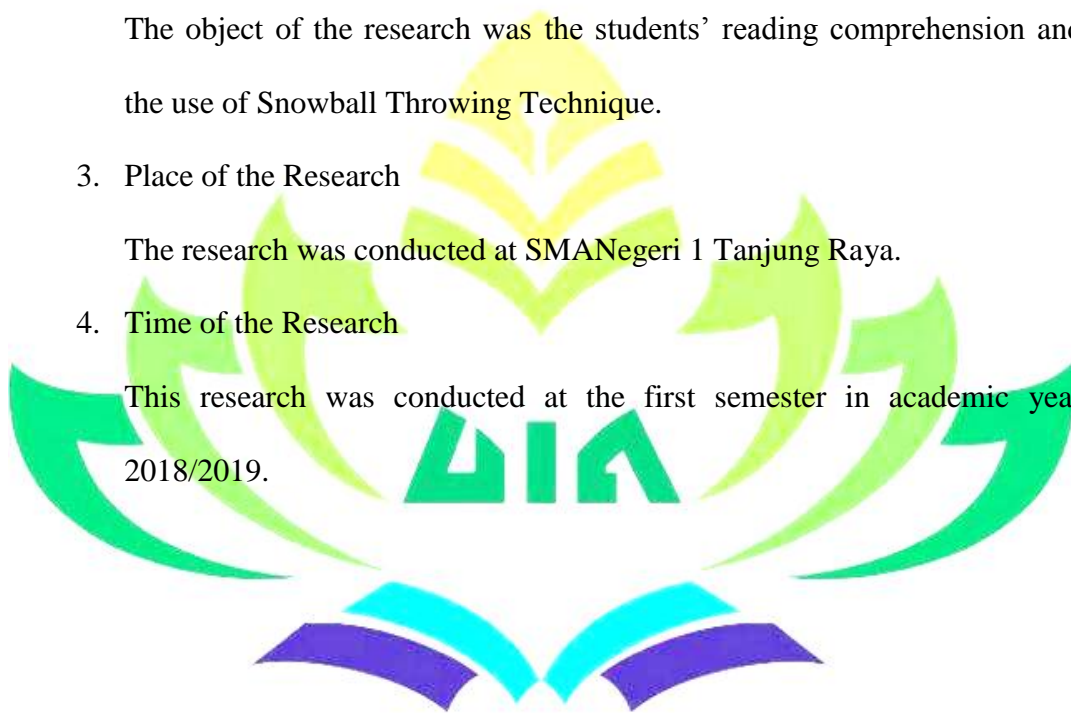
The object of the research was the students' reading comprehension and the use of Snowball Throwing Technique.

### 3. Place of the Research

The research was conducted at SMANegeri 1 Tanjung Raya.

### 4. Time of the Research

This research was conducted at the first semester in academic year 2018/2019.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Teaching English as a Foreign Language

English is prime language in the world. It is used in many countries as native language, second language and foreign language. In conclusion, English is one of international languages. Patel and Jain state that foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.<sup>9</sup> It means that people use foreign language for communication with another people or societies but they use another language not first language or not mother tongue because it means foreign language.

According to Harmer, English is a foreign language, is generally taken to apply the students who are studying general English at school and institutes in their country or as transitory visitor in target language country.<sup>10</sup> It means that the students only have chance to practice English in the school and institutions. The teachers are also demanded to encourage students to practice English every time in their activities.

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<sup>9</sup> M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrice, 2008), p. 35

<sup>10</sup> Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Person Longman, 2004), p.39



English is the first foreign language taught at every school in Indonesia. English is one of compulsory subjects to learn by students in Indonesia, especially for junior high school and senior high school while for elementary school, it is as a local content subject. English as the first foreign language in our country that should be taught to the students from elementary school until university level.

In teaching English as foreign language, the teacher should have known what teacher should do. Brown states that teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing to know or understand.<sup>11</sup> It describes that teaching is a process to help the learners for understanding something that learned.

Based on the explanation above, It can be concluded that teaching English as a foreign language is the process for helping the students to learn English. In teaching English, the teacher should be creative to attract the students' interest in learning English as a foreign language. Teachers provide new knowledge that has never been known to the students, making the pattern of education as a step for the teacher transferring knowledge.

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<sup>11</sup> H. Douglas Brown, *Principles of Language Learning and Teaching 5th Ed*, (Britain : Person Education, 2007), p. 8

## B. Concept of Reading

Many experts have defined and analyze it in many different ways. One of theory is suggested by Nunan. He states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>12</sup> According to Patel and Jain, reading is certainly an important activity for expanding knowledge of a language.<sup>13</sup> It means that reading is not only a source of information but also to consolidating and extending one's knowledge of the language.

According to McGuinness, reading is a complex act and it's important to pin down which memory systems matter most.<sup>14</sup> It means that reading is a complex activity in reading for get information from a text. Reading is important in language skill. By reading, readers have a lot of new knowledge. Then, the readers not only get the information from a text but also the readers can share their knowledge after reading with each other.

In reading, the reader can understand what the writer wants to convey information through written form, because reading also is an activity to get knowledge and information form a text. Meanwhile, Grabe states that reading is process of receiving and interpreting information encoded in language form

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<sup>12</sup> David Nunan, *Practical English Language Teaching (1<sup>st</sup> Ed)*, (New York: McGraw-Hill, 2003), p.68.

<sup>13</sup> M. F. Patel and Praveen M. Jain, *Op.Cit*, p.114.

<sup>14</sup> Diane McGuinness, *Language Development and Learning to Read*, (Cambridge: Cambridge Center, 2005), p.283.

via the medium of print.<sup>15</sup> It means that reading is process interpret of the content from a text. Thus, the readercomprehend about information of the text.

According to Harris and Graham, reading is an activity that has a purpose.<sup>16</sup> Moreover, Scanlon Et.al state that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.<sup>17</sup> It means that reading is a process to get understanding from a text. The reader can understand information by interpreting source information from a text.

Based on the theories above, it could be concluded that reading is a complex process to interpret infromation from a text. Then, reading was an activity, so that it got knowledge or information from of the text. The reader could received information by reading the text. Then, the reader should share knowledge what they have read with another reader.

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<sup>15</sup> William Grabe, *Reading in a Second Language* (New York : Cambridge University Press, 2009), p.14.

<sup>16</sup> Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (NewYork : The Guilford Press, 2007), p.104.

<sup>17</sup> Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficulties*, (London : The Guilford Press, 2010), p.9.

### C. Concept of Reading Comprehension

Reading is one of the skills in English. Reading must comprehend the topic of the text. According to Scanlon Et.al., comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text.<sup>18</sup>

Then, Willis states that comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader.<sup>19</sup> It means that comprehension is a process of understanding text done by the readers to probe the information.

Oakhill Et.al state that reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment.<sup>20</sup> Moreover, Elizabeth L states that reading comprehension is to learn how to get the basic information.<sup>21</sup> It means that reading comprehension is important in process of reading for understanding information. By comprehending the text, the reader can add knowledge or information.

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<sup>18</sup> *Ibid*, p. 276.

<sup>19</sup> Judy Willis, *Teaching the Brain to Read*, (Virginia : ASCD publications, 2008), p. 138

<sup>20</sup> Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding And Teaching Reading Comprehension*, (New York : Routledge, 2015), p.1.

<sup>21</sup> Elizabeth L, *Reading Comprehension Success 3th Ed*, (New York : Learning Express, 2005), p. 19.



In teaching reading, teacher must know specification of reading comprehension.

According to Brown, specification in reading comprehension :

1. Main idea (topic)
2. Phrases in content
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea
8. Vocabulary content<sup>22</sup>

It means that specification of reading comprehension must be applied in the process of teaching reading. Reading comprehension is not only understanding content of the text but also knowing main idea in the text. Based on the explanation above, it can be concluded that reading comprehension is a process in which the reader tries to understand the content of the text.

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<sup>22</sup> H. Douglas Brown, *Language Assessment : Principles and classroom Practices*, (New York : Longman, 2003), p.206.

Meanwhile, reading is getting information from a text. The readers read the text to gain information about main idea (topic), phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary content.

#### **D. Type of Reading**

In reading, there are several types of reading that should be known by the readers. Here is explanation in details:

##### **1. Intensive Reading**

According to Patel and Jain, intensive reading is related to further progress in language learning under the teacher's guidance.<sup>23</sup> It means that intensive reading is reading with accuracy to comprehend the text that should be done with the learners and the teachers. According to Nation, intensive reading uses translation to comprehend the text.<sup>24</sup>

In other word, intensive reading uses translation to check whether the learners understand about the text. It can make the process of comprehend the text easier. In addition, Broughton states that intensive reading is typically concerned with text of not more than 500 words in

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<sup>23</sup> M. F Patel and Praveen M. Jain, *Op.Cit*, p.117.

<sup>24</sup> I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: First published, 2009), p.25

length.<sup>25</sup> It can be said that intensive reading is a text which consist about not more than 500 words.

## 2. Extensive Reading

According to Nation, extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read.<sup>26</sup> It means extensive reading provides the conditions for meaning-focused input and provides the conditions for fluency development.

According to Patel and Jain, extensive reading is the reading for pleasure. The teacher should regard to special interest of the readers.<sup>27</sup> It means that extensive reading is a type of reading with regrard to special interest of the readers to make readers enjoy in what they are reading.

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<sup>25</sup> Geoffrey Broughton, et.al, *Teaching English as Foreign Language*, (New York: University of London Institute of Education, 2003), p.93.

<sup>26</sup> I.S.P. Nation, *Op.Cit*, p.49.

<sup>27</sup> M. F. Patel and Praveer M. Jain, *Op.Cit*, p.120.

### E. Concept of Teaching Reading

Teaching is a process of transferring knowledge. The goal of teaching reading is not only teaching to read, but more than that. Comprehending the text well is one of the reading goals. In teaching reading, the teacher should be planned as part of a lesson, these three phases would be integrated into your instructional sequence and may include:

There are pre-reading, while reading and post-reading.

- 1) Pre-reading. It includes preparing the learner for reading by forming
- 2) While reading. It involves undertaking the task as set.
- 3) Post-reading. It can be varied, encompassing any follow up or exploitation of what has been read.<sup>28</sup>

It means that in teaching reading the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the stages that can be used in teaching reading are pre-reading, while reading, and post-reading.

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<sup>28</sup> Keit Johnson, *An Introduction to Foreign Language Learning and Teaching*, (New York: Routledge, 2003), p.149.



According to Harmer, there are some principle behind the teaching reading. They are:

- 1.) Encourage students to read as often and as much possible.
- 2.) Students need to be engaged with what they are reading.
- 3.) Students' should be encouraged to respond to the content of a reading text, not just to the language.
- 4.) Prediction is a major factor of reading.
- 5.) Match the task to the topic.
- 6.) Good teachers exploit reading text to the full.<sup>29</sup>

Based on definition above, it can be concluded that teaching reading is active activity. The teacher should be creative in teaching reading process to make student enjoy during learning reading process. In teaching reading, the teachers not only teach reading text but also should pay attention in how to teach reading text to student.

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<sup>29</sup> Jeremy Harmer, *How to Teach English*, (Oxford: Longman, 2007), p.101.

## F. Concept of Genre of Text

According to Siahaan, text is a meaningful linguistic unit in a context.<sup>30</sup> In other words text is character and the words that have meaning. There are many kinds of texts that are narrative, recount, descriptive, report, explanation, analytical expository, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item text. It means there are many texts that the students must know.

### 1. Narrative

Narrative text is a text to amuse/entertain the readers and to tell a story.

### 2. Recount

Recount text is a text to retell events for the purpose of informing or entertaining.

### 3. Descriptive

Descriptive text is a text to describe describe a particular person, place or thing in detail.

### 4. Report

Report text is a text to presents information about something, as it is.

### 5. Explanation

Explanation text is a text to explain the processes involved in the formation or working of natural or socio-cultural.

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<sup>30</sup> Sanggam Siahaan & KisnoShinoda, *Generic Text Structure* (Yogyakarta :GrahaIlmu, 2008), p.1.

#### 6. Analytical Exposition

Analytical exposition text is a text to reveal the readers that something is the important case.

#### 7. Hortatory Exposition

Hortatory exposition text is a text to persuade the readers that something should or should not be the case or be done.

#### 8. Procedure

Procedure text is a text to help readers how to do or make something completely.

#### 9. Discussion

Discussion text is a text to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons').

#### 10. Review

Review text is a text to critique or evaluate an art work or event for a public audience.

#### 11. Anecdote

Anecdote text is a text to share with others an account of an unusual or amusing incident.

#### 12. Spoof

Spoof text is a text to tell an event with a humorous twist and entertain the readers.

### 13. News Item

News item is a text to inform readers about events of the day which are considered newsworthy or important.<sup>31</sup>

In this research focused on the descriptive text is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having text, the writer's opinion is involved. In addition, the Descriptive text includes in the syllabus at the first semester of the tenth grade.

### G. Concept of Descriptive Text

Describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature of texts providing the means for developing characterization, sense of place and key themes.<sup>32</sup> A factual description describes a particular person, place, or thing. Its purpose tell about the subject by describing its feature without including person opinions.<sup>33</sup>

In addition, Gerot and Wignell state that the social function of descriptive text is to describe a particular person, place or thing.<sup>34</sup> To make the readers easily get the purpose of the text, it is necessary to arrange the text

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<sup>31</sup> Type of Text, <http://englishadmin.com/2015/11/english-text-types.html>, accessed on October 15<sup>th</sup>, 2018

<sup>32</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar* ( Sydney: University of New South Wales, 2005), p.97

<sup>33</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: McMillan, 2003), p.226

<sup>34</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Quuensland : Antipadean Educational Enterprises Publising, 1994), p.208

in good order. The arrangement of the text stresses on the identification and description. The other important one is make it sure that we have used generic structure and lexicogrammatical features correctly.

## 1. Generic Structure of Descriptive Text

### a. Identification

Identifies phenomenon to be described.

### b. Description

Describe parts, qualities, characteristics

## 2. Significant Lexicogrammatical Features of Descriptive Text

### a. Focus on specific participants

### b. Use attributive and identifying processes

### c. Frequent use of epithets and classifier in nominal group

### d. Use of simple present tense<sup>35</sup>

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<sup>35</sup> *Ibid*,



The example of Descriptive Text is as follow<sup>36</sup> :

Title	My Sphinx Cat
Identification	My Sphinx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphinx has a normal cat proportion.
Description	I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

## H. Concept of Snowball Throwing Technique

Snowball throwing as a whole can be interpreted throwing snowballs.

In lessons snowball throwing, snowball is a paper containing questions made by students and then thrown to his own to answer. According Bayor (2010) in Jumanta Hamdayana, snowball throwing is one model of active learning which in practice involves many students. The role of teachers here only as a landing early on the topic of learning and further, the control of the course of study.<sup>37</sup>

<sup>36</sup> Descriptive text, <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>, accessed on April 10<sup>th</sup>, 2018

<sup>37</sup> Jumanta Hamdayana, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Penerbit Ghalia Indonesia, 2014), p.158

According to Shoimin, snowball throwing is the development of the discussion learning model and part of cooperative learning.<sup>38</sup> It means that snowball throwing is the development of the discussion learning model. Based on the definition above, it can be concluded that snowball throwing is one model of active learning which in practice involves many students and development of discussion learning.

### **I. Procedure of Teaching Reading Descriptive Text By Using Snowball Throwing Technique**

In this research would teach reading comprehension in descriptive text through Snowball Throwing Technique. The steps were; preparing, teacher presentation and the groups' activity. The procedure could be applied as follows:

- **Preparing**

Before teaching, teachers must make syllabi, learning design, and prepare the task for students. Then teacher make some group and in group consist four students. In each group must heterogeneous based on the grade academic.

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<sup>38</sup> Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-ruzz Media, 2014), p. 174

- Teacher's Presentation

Teacher will tell indicators of learning, introducing, and explaining materials based on the lesson plans that have been made.

- The Groups' Activity

Teacher conveys the material to be presented. Teacher divided some groups and calling each group leader to give an explanation of material. And then, each group leader came back to the group it, then leaders explain material presented by the teacher to his friends. Then each student is given a worksheet to write down any questions regarding the material which has been described by the group's leaders. Then the paper is made into a ball and thrown from one student to another student for approximately 5 minutes. After the student gets one ball / one question given the opportunity for students to answer questions written in ball-shaped paper interchangeably.<sup>39</sup>

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<sup>39</sup> Jumanta Hamdayana, *Loc. Cit*

## J. Procedure of Using Snowball Throwing Technique

According to Suprijono, procedure of using snowball throwing technique are:

1. Teacher delivers the material that will be learnt.
2. Teacher makes groups and calls the leader of each group to give an explanation about the material being taught to their students / members.
3. The group leader goes back to each group and explains any material got from the teacher to his friends.
4. Each group is given a sheet of paper and asked to write down five questions concerning any matter which has been described by the group leader.
5. The paper is containing some questions and the students have to change the paper into a ball and throw the ball to another group.
6. Then each group has one ball consisting of five questions to be answered in group.
7. The teacher gives some words to the students as an evaluation.
8. The teacher ends the class.<sup>40</sup>

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<sup>40</sup> Agus Suprijono, *Cooperative Learning Teori & Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2009), p. 147

## **K. Advantages and Disadvantages of Using Snowball Throwing Technique**

There are same advantages of using snowball throwing technique :

1. Learning environment for students like to play by throwing the paper ball to another student.
2. The students have the opportunity to develop thinking skills because they are given the opportunity to create questions and give the questions to other students.
3. Make the students ready with a variety of possibilities because the students do not know the questions made by the other students.
4. The students are actively involved in learning process.
5. The teacher is not too bothered to make media for students directly involved in the practice.
6. The learning process becomes more effective
7. Cognitive, effective and psycomotor aspects can be achieved.

There are some disadvantages of using snowball throwing technique:

1. It depends on the ability of students to understand the material so that the students who mastered only slightly. It can be seen from about the selected students usually only about material already described, or as examples of questions that have been given.



2. The Chairman of the group who are not able to explain properly is certainly a barrier for other members to understand the material so that it can take a bit to the students to discuss the subject matter.
3. No quiz individual and group awards so students currently flocking less motivated to cooperate but did not rule out the possibility for teachers to add a quiz giving individual and group awards.
4. It takes a long time.
5. Pupils naughty tend to make trouble.
6. Classes are often noisy because of the group created by pupils.<sup>41</sup>

#### **L. Concept of Lecturing Technique**

Lecturing technique is oral presentation intended to present information or teach people about a particular subject, for example by a university or collage teacher.<sup>42</sup> It mean that lecturing technique is a technique to present the subject by using oral presentation at most institutions.

Lecturing technique is a traditional technique because this technique has used as the tool of oral communication between the teacher and the students in teaching learning process.<sup>43</sup> It mean that lecturing technique is the

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<sup>41</sup> Aris Shoimin, *Op.Cit*, p.176-177

<sup>42</sup> Riani, *The Influence of Using Common Mistake Game Towards Students Simple Present Tense Mastery at the Second Semester of the Tenth Grade of SMA N 1 Kota Agung*, English Education of IAIN Raden Intan Lampung 2016

<sup>43</sup> Saiful Bahri Djamarah, *Strategy Belajar Mengajar*, (Jakarta: Rineks Cipta, 2010), p.34

way of delivering of the knowledge which do by the teacher by using oral explanation to the students.

Based on the explanation, it could be concluded that Lecturing Technique are technique to present about a particular subject by using oral presentation at most institutions and the traditional technique in teaching learning process.

#### **M. Procedure of Teaching Descriptive Text by Using Lecturing Technique**

Lecturing technique is the most common technique of teaching that usually used by some teachers to teach English. Stafford and Kelly state there are some steps to teach reading using lecturing technique.<sup>44</sup> Further, these are the procedures to teach descriptive text by using lecturing technique.

1. Presenting information, in the learning process the teacher as a control for the students to get information, the teacher explains what they will learn.
2. Clarifying topics and discussed, the teacher tells the students what descriptive text is by encouraging students to think about the text.
3. The teacher asks the students to read a descriptive text.
4. Finally, the teacher will asks the students answer the questions.<sup>45</sup>

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<sup>44</sup> Ken Stafford and Mavis Kelly, *An Introduction to Lecturing*, 1993, Available on <https://www.google.com/search?q=an+introduction+lecturing+pdf>

<sup>45</sup> *Ibid*

Based on the explanation above, the conclusion could take in this research that there were some steps that could be followed by the teacher when they are going to teach descriptive text by using lecturing technique. Those steps can guide the teachers in teaching.

## **N. Advantages and Disadvantages of Lecturing Technique**

### **1. Advantages of Lecturing Technique**

There are several advantages of using lecturing technique, they were:

- a. The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- b. Many fact can be presented in a short time in an impressive way.
- c. The lecture can stimulate very good interest in the subject.
- d. Greater attention could be secured and maintained, as interest leads to attention.
- e. Spoken word has greater weight than mute appeal by books.
- f. The language may be made suitable to all the members of the audience.<sup>46</sup>

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<sup>46</sup> Gurpreet Kaur, *Study and Analysis of Lecture Model of Teaching* (Journal of Educational Planning & Administration), (Volume 1, No1), 2011), p.4

## 2. Disadvantages of Lecturing Technique

There are some disadvantages of lecturing technique, they were:

- a. It is waste of time to repeat the matter already presenting books.
- b. The teacher to make the lecture impressive may care more for manner and style but very little for matter or content.
- c. If the lecture vary fast, the students cannot easy to take notes and will not have any written record of the salient points made out.
- d. In the process of lecturing, the learners are more passive than be active in class.
- e. There is no cooperation and interaction between the teacher and students in the lecture process.<sup>47</sup>

### O. Frame of Thinking

Based on the theories, the research assumed that Snowball Throwing Technique towards reading comprehension will increase students' motivation to learn, help the student to understand the reading passage and makes the students enjoy and decrease worry in the teaching learning process. The student will easier to comprehend the meaning and find out the main idea of the text.

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<sup>47</sup> *Ibid*

Based on the frame of theories above, the research concluded that an English teacher must have appropriate technique to teach English. It could motivate the students in learning English. In this case the teacher could help the students by using Snowball Throwing technique towards students reading comprehension, the students can learn and more creatively in the progress. Therefore, in order to achieve the aims of teaching English, especially in reading comprehension, the research assumed that using Snowball Throwing Technique would give significant influence in reading comprehension.

#### **P. Hypothesis**

Based on the formulation of the problem, it was proposed the following hypotheses:

Ha: There is a significant influence of using Snowball Throwing Technique towards students' reading comprehension in descriptive text at the first semester of the tenth grade of SMA Negeri 1 Tanjung Raya in the academic year of 2018/2019.

Ho: There is no significant influence of using Snowball Throwing Technique towards students' reading comprehension in descriptive text at the first semester of the tenth grade of SMA Negeri 1 Tanjung Raya in the academic year of 2018/2019.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used experimental design. Experimental design is the general plan to carrying out a study with and active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>48</sup>

In this research applied quasi experimental design. According to Creswell, quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups.<sup>49</sup> It means that we do not have the opportunity for random assignment of students to special groups in different conditions, it would disrupt the classroom learning.

This research selected two classes, first class as a control class and second class as an experimental class. The writer used pre-test and post-test group design.<sup>50</sup> The research design can be presented as follows:

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<sup>48</sup> Donal Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction To Research In Education*, (8<sup>th</sup> Edition), (Canada: Wadsworth. Cengage Learning, 2002), p.301

<sup>49</sup> John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p.309

<sup>50</sup> *Ibid*, p.110

**Table 2**  
**Pre and Posttest Design**

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Treatment by Snowball Throwing Technique	Posttest

In this research, the students gave pre-test to know their reading comprehension of descriptive text before treatment and posttest after the treatment by using Snowball Throwing in experimental class and by using Lecturing Technique in control class. The pretest and posttest conducted for control class and experimental class.

### **B. Variable of the Research**

In this research there were two variables, they were:

1. Independent variable is snowball throwing technique (X)
2. Dependent variable is students' reading comprehension (Y)

### C. Operational Definition of Variable

The operational of variable in this research are:

#### 1. Independent Variable (X)

Independent variable of this research was Snowball Throwing technique is a technique for teaching reading in which can answer question based on students knowledge from a text. (X)

#### 2. Dependent Variable (Y)

Students' reading comprehension on descriptive text was understanding detail information in the descriptive text by considering about eight specifications of reading comprehension includes main idea, phrases in content, inference (implied detail), grammatical feature, details (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary content. (Y)

### D. Population, Sample and Sampling Technique of the Research

#### 1. Population

According to Donald Ary, population is defined as all members of any well – defined class of people, events, or objects.<sup>51</sup> Based on the definition above, it means that the population is the whole subject that will be researched in this research.

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<sup>51</sup> Donald Ary, *Op.Cit.* p.148

The population of this research was the students of SMA Negeri 1 Tanjung Raya in the academic year of 2018/2019. The total population in this research are 173 students which were divided into five classes. In this research, the writer used two classes, the one class was the experimental class and the other was the control class. Below the table population at the tenth grade of SMA Negeri 1 Tanjung Raya in the academic year of 2018/2019.

**Table 3**  
**The students at the First Semester of the Tenth Grade**  
**SMA Negeri 1 Tanjung Raya in the Academic Year 2017/2018**

No	Class	Gender		Number of Students
		Male	Female	
1	X IPA1	13	24	37
2	X IPA 2	11	24	35
3	X IPS 1	19	15	34
4	X IPS 2	19	15	34
5	X IPS 3	18	15	33
<b>Total</b>		<b>76</b>	<b>97</b>	<b>173</b>

*Source: Document of SMA Negeri 1 Tanjung Raya in the Academic Year 2017/2018*

## 2. Sample of the Research

The samples of the research were two classes, one class as the experimental class and another one as the control class. There are five classes of the tenth grade at SMA Negeri 1 Tanjung Raya and the writer takes two classes, one class as experimental class and another as control class. Experimental class was X IPS 2 and control class was X IPS 3.

### 3. Sampling Technique

In taking the sample, the cluster random sampling technique was used. Frankel and Wallen states that, the selection of groups, or clusters of subjects rather than individuals is known as cluster random sampling.<sup>52</sup> The reserch conducted the research at the tenth grade consists of five classes. The steps in determining the experimental class and control class as follows:

- a. The first, the pieces of small paper was made as kind of lottery.
- b. The second, the pieces of small paper which each pieces is the name of each classes then they were rolled up and put them into a glass.
- c. Third, the pieces of small paper was shaken the glass and taken one of the pieces of the paper. For the first paper as the experimental class.
- d. Next, the pieces of small paper was shaken the glass again and taken one small piece of rolled paper. The name of the class must be different with the name in the first shaken so for the second paper as the control class.

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<sup>52</sup> Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education* (7th ed) (New York: McGraw-Hill Companies, Inc, 2009), p.95.



## E. Research Procedures

There are three steps in conducting this research

### 1. Planning

#### a. Determining the subject

The subjects of the research were the students at the first semester of the Tenth grade of SMA Negeri 1 Tanjung Raya. One class was the experimental class and the other one was the control class.

#### b. Preparing try-out

The kind of test was prepared (called try-out test) that given to the students. It was prepared try-out test for pre-test and post-test. Then the test items was evaluated.

#### c. Preparing pre-test

The pre-test was prepared that given to the students. The pre-test given based on the questions select in the try out.

#### d. Determining the material to be taught

The materials were determined to be taught the students, that is reading comprehension of descriptive text. The treatment was Snowball Throwing Technique used for Experimental class and Lecturing Technique used for Control class.

e. Preparing Post-test

The kind of test was prepared (called post-test) that given to the students at control and experimental class after give treatment by using Snowball Throwing Technique and Lecturing Technique. By giving the post-test, the reserch will be known whether their reading comprehension is increase or not.

2. Application

After planning, the research applied some procedure that was planned. There are some steps in doing this research:

- a. In the first meeting, the treatment to the experimental class was Snowball Throwing Technique used, and the treatment to the control class was Lecturing Technique used. The treatment at experimental and control class was given until three times.
- b. In the last meeting, the post-test was given to the students at experimental and control classes, the test is multiple choice test.

3. Reporting

In the steps that should be done in the research procedure was reporting. They are as follows:

- a. Analyzing the data from try-out.
- b. Analyzing the data receives from pre-test and post-test.
- c. Making report on the finding.

## **F. Data Collecting Technique**

In collecting the data, the research used some techniques, they were:

### **1. Pre-test**

The pre-test was given before the treatment. It was done by reading comprehension the descriptive text based on the provide topics. The writer was given pretest to the students in control class and the experimental class to measure their reading comprehension descriptive text before treatment.

### **2. Post-test**

The post-test was done after the students in experimental and control class was given the treatment. It was done to know the students' reading comprehension descriptive text after they were to be taught by using Snowball Throwing Technique.

## **G. Instrument of the Research**

This research used multiple choice question (MCQ) as a tool for testing in order to know students' reading comprehension on descriptive text. At the test content 20 items with five alternative options. The test is aim to measure students' reading comprehension on recount text. The specifications were used in measuring reading comprehension are: main idea (topic), expression / idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not

written, supporting idea, vocabulary in content. The writer prepared the instrument in the form of multiple choice questions. The specification pre-test and post-test can be seen in Table 4 :

**Table 4**  
**The Test Specifications of Pre-Test and Post-Test for Try Out After Validity**

No	Aspect	Item Number					
		Pre-Test		Total	Post-Test		Total
		Even	Odd		Even	Odd	
1	Main Idea (Topic)	4,6,14	11, 15	5	10, 18,	7	3
2	Expression/Idiom/Phrase in context	-	19	1	6	-	1
3	Inference (Implied detail)	18,	3, 5, 7,	4	8, 12,	-	2
4	Grammatical features (reference)	10	-	1	-	11	1
5	Detail (scanning for a specifically stated detail)	16, 12	1,	3	14,	1, 5, 9, 13, 17, 19	7
6	Excluding facts not written	8,	17,	2	20	3, 15	3
7	Supporting idea(s)		13	1	2,	-	1
8	Vocabulary in context	2, 20	9	3	4, 16,	-	2
<b>Total</b>				<b>20</b>	<b>Total</b>		<b>20</b>

## H. Scoring Procedure

For getting the score, the Arikunto's formula was used.<sup>53</sup> The scores of post test and pre test is calculating by using the following formula:

$$S = r/n \times 100$$

Notes:

S = Score of test

r = Total of right answer

n = total items

## I. Validity, and Reliability of the Test

### 1. Validity of the Test

Validity is the most important consideration in developing and evaluating measuring instruments.<sup>54</sup> In this research there are several aspects considers to measure validity of the test. Validity can measure the aspects that will be measure. To measure whether the test has good validity or not, the writer uses the content validity and construct validity.

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<sup>53</sup> Arikunto Suharsimi, *Dasar – Dasar Evaluasi Pendidikan*, (Jakarta: Bina Aksara, 2013) ,p.272

<sup>54</sup> Donald Ary. *Op.Cit.* p.225



#### a. Content Validity

Hughes stated that test's content validity is to be an accurate measure of what it is supposed to measure. A test in which major areas identified in the specification.<sup>55</sup> It means the test is obvious with the syllabus of the curriculum, for instance must be made up of items testing knowledge.

Based on standard of content school-based curriculum of reading. The descriptive reading at the tenth grade of senior high school. The teaching intend the students to answer the descriptive text. The test adapts to teach based on this standard of the content. Therefore, the test is along with standard of content. To get the content validity of the test, the writer tries to understand the material based on the objectives of teaching in the school based on curriculum for the tenth grade of SMA.

#### b. Construct Validity

Hughes stated that Construct Validation is a research activity which theories are put the test and are confirmed, modified, or abandoned.<sup>56</sup> It means that construct validity is showing the measurement uses contained correct operation definite, which is based on theoretical concept.

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<sup>55</sup> Hughes Arthur, *Testing for Language Teacher*, (2nd ), ( Cambridge, Cambridge University Press, 2003), p.22

<sup>56</sup> *Ibid*, p.27

In this research, the test was administrated which the scoring covers eight aspects of reading they are: main idea, Expression/ idiom/ phrase in context, inference, supporting idea, grammar, vocabulary, detail, and excluding fact not written.

Construct validity refers to assumption, showing the measurement used contain correct operational definite, which is based on the theoretical concept. In other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be define so clearly that could measure and examine. The research was measured or score reading comprehension the research was made sure whether the reading comprehension is need to be measured.

Construct validity was focused on the kind of the test that uses to measure the comprehension. In other words, the test could measure what need to measure. In this research was administrated a reading test. To make sure, the research consults the instrument to the lucturer.

#### c. Item validity

Item validity was used to measure whether test items are valid or not. In this research, the writer used Point Biserial Correlation Statistics to know validity of the test which consist of 50 items multiple choice. The Pearson Product Moment was used to calculate the data obtained from tryout to find the item validity of each them. After that, the data was

calculated by using SPSS. The result of the items tryout for pre-test and post-test there were 20 items considered valid. They were number 20, 21, 22, 26, 27, 29, 30, 33, 34, 35, 36, 37, 38, 42, 43, 44, 47, 48, 49, 50 in pre-test. Meanwhile, in post-test they were number 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 23, 24, 25, 39, 40, 41.

## 2. Reliability of the Test

Realibility of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement.<sup>57</sup> Besides having high validity, a good test must have high reliability too. The reliability of test was Cronbach Alpha used.

The criteria of reliability:

1. Reliability coefficient 0.800 - 1.000 is very high.
2. Reliability coefficient 0.600 - 0.800 is high.
3. Reliability coefficient 0.400 - 0.600 is fair.
4. Reliability coefficient 0.200 - 0.400 is low.
5. Reliability coefficient 0.000 – 0.200 is very low.<sup>58</sup>

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<sup>57</sup> Donald Ary, *Op.Cit.* p.236

<sup>58</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Jakarta: PT. Rineka Cipta, 2006), p.276

## J. Data Analysis

### 1. Normality Test

To analyze the data, normality test was used to know whether the data in the experimental class and control class were normally distributed or not. The normality of test was *SPSS* (Statistical Package for the Social Sciences) used. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test was formulated as follows:

$H_0$ : The data are normally distributed.

$H_a$ : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

## 2. Homogeneity Test

Homogeneity test would be used to determined whether the data obtain from the sample homogeneous or not. In this research, will be used statistical computation by using SPSS (Statistical Package for Sosial Science)

The hypotheses for the homogeneity test are formulated as follows:

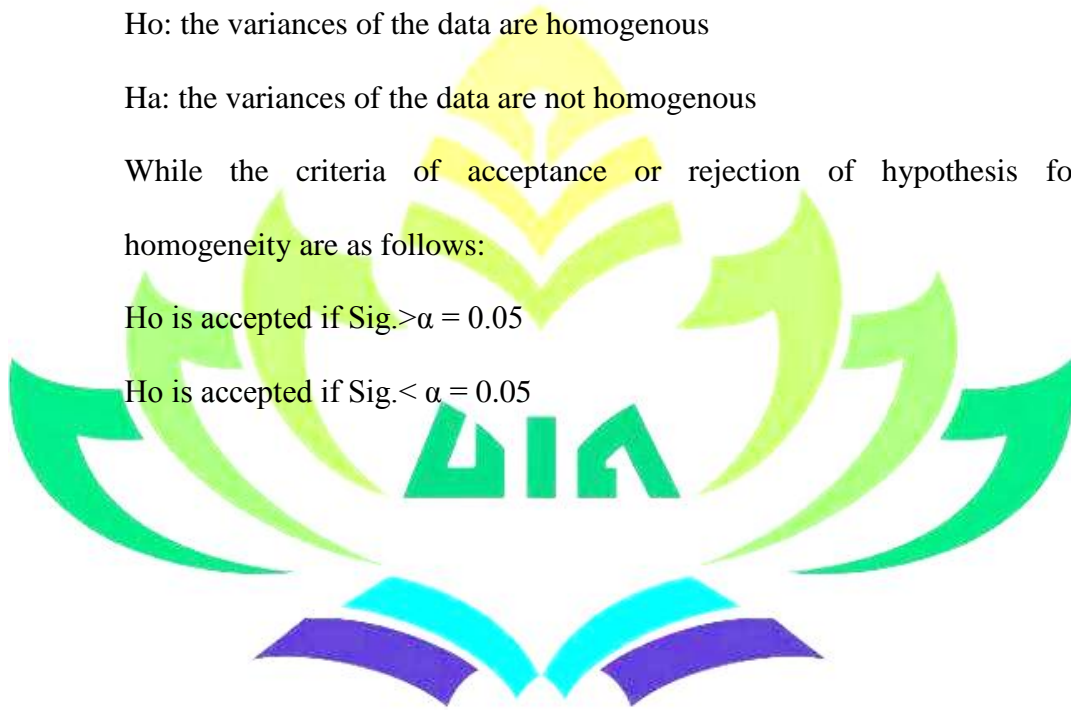
Ho: the variances of the data are homogenous

Ha: the variances of the data are not homogenous

While the criteria of acceptance or rejection of hypothesis for homogeneity are as follows:

Ho is accepted if  $\text{Sig.} > \alpha = 0.05$

Ho is accepted if  $\text{Sig.} < \alpha = 0.05$





### 3. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test fulfills, will be used independent sample t- test. In this case, use statistical computation by using SPSS (Statistical Package for Sosial Science) for hypothetical of test will be use. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are:

H<sub>a</sub>: There is a significant influence of using Snowball Throwing technique towards students' reading comprehension in descriptive text at the first semester of the tenth grade of SMA Negeri 1 Tanjung Raya in academic year of 2018/2019.

H<sub>o</sub>: There is no significant influence of using Snowball Throwing technique towards students' reading comprehension in descriptive text at the first semester of the tenth grade of SMA Negeri 1 Tanjung Raya in the academic year of 2018/2019.

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Result of The Research

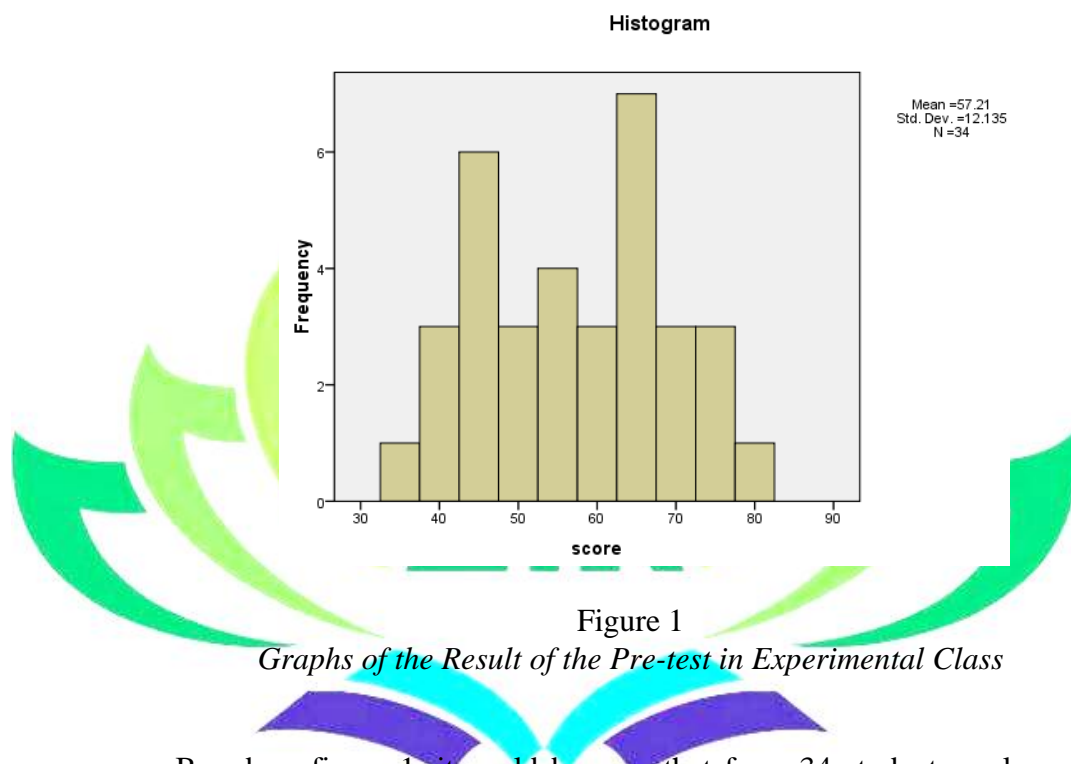
This research was aimed to know whether there is significant influence of using snowball throwing technique towards students' reading comprehension on descriptive text at the tenth grade of SMA Negeri 1 Tanjung Raya in the academic year 2018/2019. The total number of the sample was 67 students, two classes were chosen as control class and experimental class.

The data was got in the form of score. The score was derived from pre-test and post-test. The pre-test was held on November 5<sup>th</sup> and 7<sup>th</sup> 2018. Post-test on November 19<sup>th</sup> and 21<sup>st</sup> 2018. In pre-test, the task was given for the students before treatment and in the post-test, the task was given for students to answer the questions after treatment.

After doing the research, the result was got of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class.

## 1. Result of Pre-test of in Experimental Class

The pre-test was conducted in order to know students' ability before the treatment. The pre-test was administrated on November 5<sup>th</sup> 2018. The scores of students' recount text tested in pre-test in the experimental class could be seen in Figure 1:



Based on figure 1, it could be seen that from 34 students, only one student got score 35, there were three students got score 40, there were six students got score 45, there were three students got score 50, there were four students got score 55, there were four students got score 60, there were seven students got score 65, there were three students got score 70, there were three students got score 75, and only one student got score 80.

For the statistics of result of pre-test in experimental class (X IPS 2), it can be seen on Table 5:

**Table 5**  
**The Result of the Pre-test in Experimental Class**

N	34
Mean	57.21
Median	57.50
Mode	65
Std Deviation	12.13
Variance	147.25
Minimum	35
Maximum	80

Based on Table 5, it could be seen that N of pre-test in experimental class was 34 students, mean of was 57.21, median was 57.50, mode was 65, standard deviation was 12.12, variance was 147.25, minimum was 35, maximum was 80. It showed students' reading ability before they got the treatments.

## **2. Result of Pre-test of in Control Class**

The pre-test was conducted in order to know students' ability before the treatment. The pre-test administrated on November 7<sup>th</sup>, 2018. The scores of students' reading tested in pre-test in the control class could be seen in Figure 2:

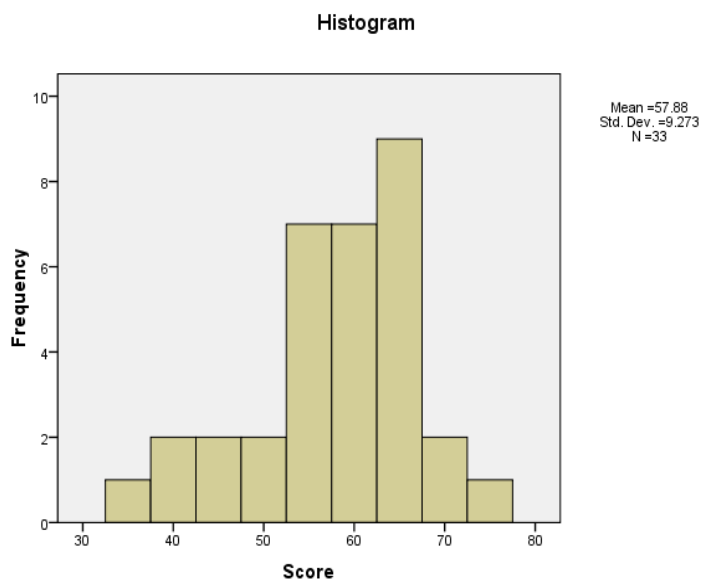


Figure 2

*Graphs of the Result of the Pre-test in Control Class*

Based on figure 2, it could be seen that from 33 students, only one students got score 35, there were two students got score 40, there were two students got score 45, there were two students got score 50, there were seven students got score 55, there were seven students got score 60, there were nine students got score 65, there were two students got score 70 and only one student got score 75. For the statistics of result of pre-test in control class (X IPS 3), it can be seen on Table 6:

**Table 6**  
**The Result of the Pre-test in Control Class**

N	33
Mean	57.88
Median	60
Mode	65
Std Deviation	9.27
Variance	85.98
Minimum	35
Maximum	75

Based on Table 6, it could be seen that N of pre-test in control class was 33 students, mean of was 57.88, median was 60, mode was 65, standard deviation was 9.27, variance was 85.98, minimum was 35, maximum was 75.

### 3. Result of Post-test in Experimental Class

The post-test also gave in experimental class to know students' descriptive text after the treatment. It was administrated on November 19<sup>th</sup>, 2018. The scores of post-test in experimental class are presented in Figure 3:



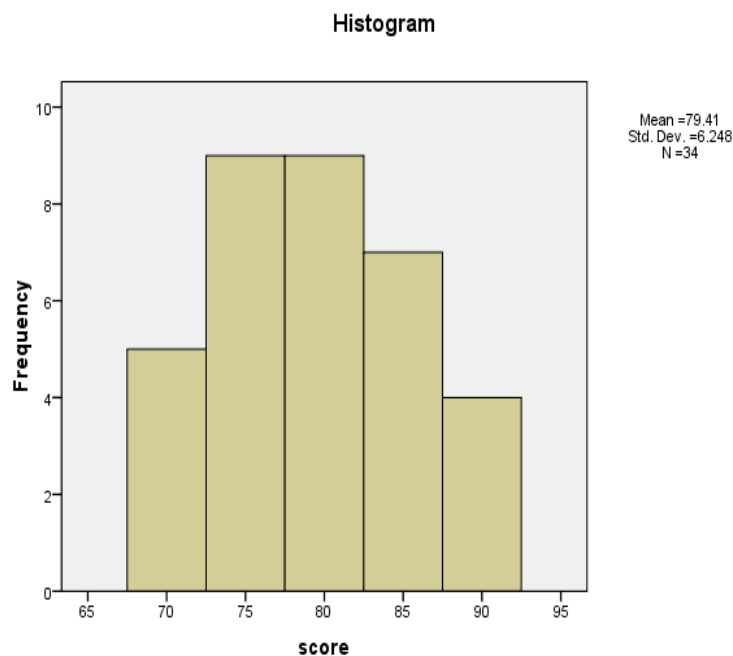


Figure 3

*Graphs of the Result of the Post-test in Experimental Class*

Based on figure 3, it could be seen that from 34 students, there were five students got score 70, there were nine students got score 75, there were nine students got 80, there were seven students got score 85, and there were four students got score 90. For the statistics of result of post-test in experimental class (X IPS 2), it can be seen on Table 7:

**Table 7**  
**The Result of the Post-test in Experimental Class**

N	34
Mean	79.41
Median	80
Mode	80
Std Deviation	6.24
Variance	39.03
Minimum	70
Maximum	90

Based on Table 7, it could be seen that N of pre-test in control class was 34 students, mean of was 79.41, median was 80, mode was 80, standard deviation was 6.24, variance was 39.03, minimum was 70, maximum was 90.

#### **4. Result of Post-test in Control Class**

The post-test also gave in control class to know students' descriptive text after the treatment. The pre-test administrated on November 21<sup>st</sup>, 2018. The scores of students' reading tested in pre-test in the control class could be seen in Figure 4:

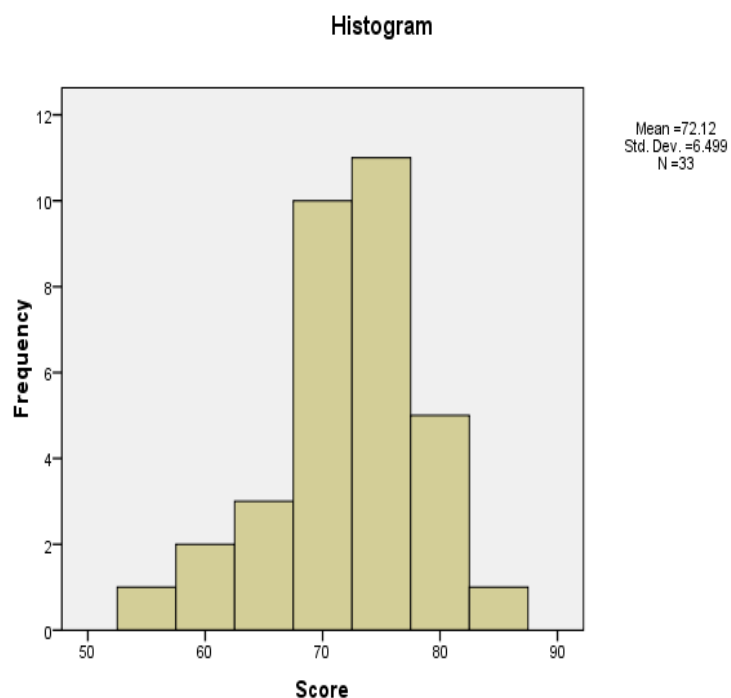


Figure 4

*Graphs of the Result of the Post-test in Control Class*

Based on figure 4, it could be seen that from 33 students, only one student got score 55, there were two students got score 60, there were three students got 65, there were ten students got score 70, there were ten students got score 70, there were eleven students got score 75, there were five students got score 80 and only student got score 85. For the statistics of result of post-test in experimental class (X IPS 3), it can be seen on Table 8:

**Table 8**  
**The Result of the Post-test in Control Class**

N	33
Mean	72.12
Median	75
Mode	75
Std Deviation	6.49
Variance	42.23
Minimum	55
Maximum	85

Based on Table 8, it could be seen that N of pre-test in control class was 33 students, mean of was 72.12, median was 75, mode was 75, standard deviation was 6.49, variance was 42.23, minimum was 55, maximum was 85.

## **B. Result of Data Analysis**

### **1. Result of Normality Test**

The normality test was tested after got score of the students in reading comprehension pre-test and post-test of descriptive text using SPSS version 17.

a. The hypotheses are :

$H_o$  : The data have normal distribution.

$H_a$  : The data do not have normal distribution.

b. The test criteria

If the value (p) > significant ( $\alpha = 0.05$ ) it means that,  $H_0$  was accepted.

If the value (p) < significant ( $\alpha = 0.05$ ) it means that,  $H_0$  was accepted.

**Table 9**  
**Normality of the Experimental Class and Control Class**

Tests of Normality						
VAR000 01	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Sc 1.00	.144	34	.070	.946	34	.091
2.00	.146	33	.073	.952	33	.154

a. Lilliefors Significance Correction

Based on table 9, it can be seen that Pvalue (Sig.) for experimental class was 0.070 for Kolmogorov-Smirnov<sup>a</sup> and 0.091 for Shapiro-Wilk. Pvalue (Sig.) for control class was 0.073 for Kolmogorov-Smirnov<sup>a</sup> and 0.154 for Shapiro-Wilk. Because Sig. (Pvalue) of experimental class and control class >  $\alpha$  0.05. So,  $H_0$  is accepted and  $H_a$  is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

## 2. Result of Homogeneity Test

The homogeneity test was tested after got score of students' rading comprehension in experimental class and control class (pre-test and post-test of reading comprehension in descriptive text by using SPSS).

a. The Hypotheses are :

$H_a$  = The variance of the data is not homogeneous

$H_o$  = The variance of the data is homogeneous

b. The criteria of the test are follows :

$H_o$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

**Table 10**

**The Result of Homogeneity Test**

Levene Statistic	df1	df2	Sig.
1.593	1	65	.211

Based on the result obtained in the test of homogeneity of variances in the column, it could be seen that  $\text{Sig. (Pvalue)} = 0.211 > \alpha = 0.05$ . It demonstrated that  $H_o$  was accepted because  $\text{Sig. (Pvalue)} > \alpha = 0.05$ . it means that the variance of the data was homogenous.

### 3. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the writer used the hypothetical test using SPSS (*Statistic Program for Social Science*), independent sample t-test.



The hypothesis formulated were :

$H_a$  :There is a significant influence of using snowball throwing technique towards students' reading comprehension in descriptive text at the first semester of tenth grade of SMA Negeri 1 Tanjung Raya in the academic year of 2018/2019.

$H_o$  :There is no significant influence of using snowball throwing technique towards students' reading comprehension in descriptive text at the first semester of tenth grade of SMA Negeri 1 Tanjung Raya in the academic year 2018/2019.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

$H_o$  is accepted if  $Sig. (Pvalue) > \alpha = 0.05$

$H_a$  is accepted if  $Sig. (Pvalue) > \alpha = 0.05$

**Table 11**  
**The Result of Hypothetical Test**

T	df	Sig. (2-tailed)
3.667	65	.000

Based on the result obtained in the independent sample t-test in the table 11 that the of significant generated  $Sig. (Pvalue) = 0.000 < \alpha = 0.05$ . So,  $H_o$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was a significant influence of using Snowball Throwing Technique towards students' reading comprehension in

descriptive text at the first semester of tenth grade of SMA Negeri 1 Tanjung Raya in the academic year of 2018/2019.

### C. Discussion

At the beginning of the research, in this research explained there were some procedures used to know students' reading comprehension in descriptive text. Test were conducted to collect the data such as pre-test and post-test. The pre-test was administered to know students' quality in reading comprehension in descriptive text before they were given treatment by the writer. The score of pre-test would be used as the students' score before treatment.

Based on the result of the students' pre-test score and post-test score, it showed that the students' post-test is higher than in pre-test. Snowball throwing technique can improve each aspect of students' reading comprehension. The result of pre-test and post-test also showed that the students who taught by using Snowball Throwing technique got better result than the students who taught by using Lecturing technique.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It means that the treatments had influence of using Snowball Throwing technique towards students' reading comprehension of descriptive

text, so alternative hypothesis is accepted. It had been supported by the previous research conducted by Ponda Sari Styawati.

The previous research conducted at SMPN 10 Kota Bengkulu which entitled “Teaching Reading Comprehension Through Snowball Throwing Teaching Technique.” The result of the study showed that Snowball Throwing technique is affective to be used in teaching reading comprehension.<sup>59</sup> After being taught through Snowball Throwing technique, in this research concluded that there was a significant influence of students’ reading comprehension. By using Snowball Throwing technique, student interest in learning English, especially for reading material.

According to Shoimin, Snowball Throwing is the development of the discussion learning model and part of cooperative learning.<sup>60</sup> It mean that Snowball Throwing Technique is model and part of cooperative learning which divides students into several groups to discuss. Snowball Throwing Technique effective to be in teaching reading comprehension.

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<sup>59</sup> Ponda Sari Styawati, *Teacing Reading Comprehension Through Snowball Throwing Teacing Teachnique*, (Bengkulu Junior High School, Indonesia, Al-Ta’lim, Vol 13, No 2, Juli 2014)

<sup>60</sup> Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-ruzz Media, 2014), p. 174

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

At the end of the research, the post-test was given to measure the influence of Snowball Throwing technique towards students' reading comprehension on descriptive text in both classes after treatments done. The mean score of post-test in experimental class was 79.41 and the mean score of post-test in control class was 72.12. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than  $\alpha = 0.05$  and it means  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of data analysis, in this research concluded that there was significant influence of using Snowball Throwing technique towards students' reading comprehension in descriptive text at the first semester of the tenth grade of SMA Negeri 1 Tanjung Raya in the academic year or 2018/2019.

## B. Suggestion

Based on the result of this research, the suggestion was proposed as:

### 1. For the school

School should provide the opportunity to the teacher to apply the newest learning technique to improve students in English learning, especially in reading comprehension.

### 2. For the teacher

a. In this research, Snowball Throwing technique could be used to develop and motivate the students' reading comprehension. Due the finding, English teacher can help students increase their reading comprehension by using Snowball Throwing technique.

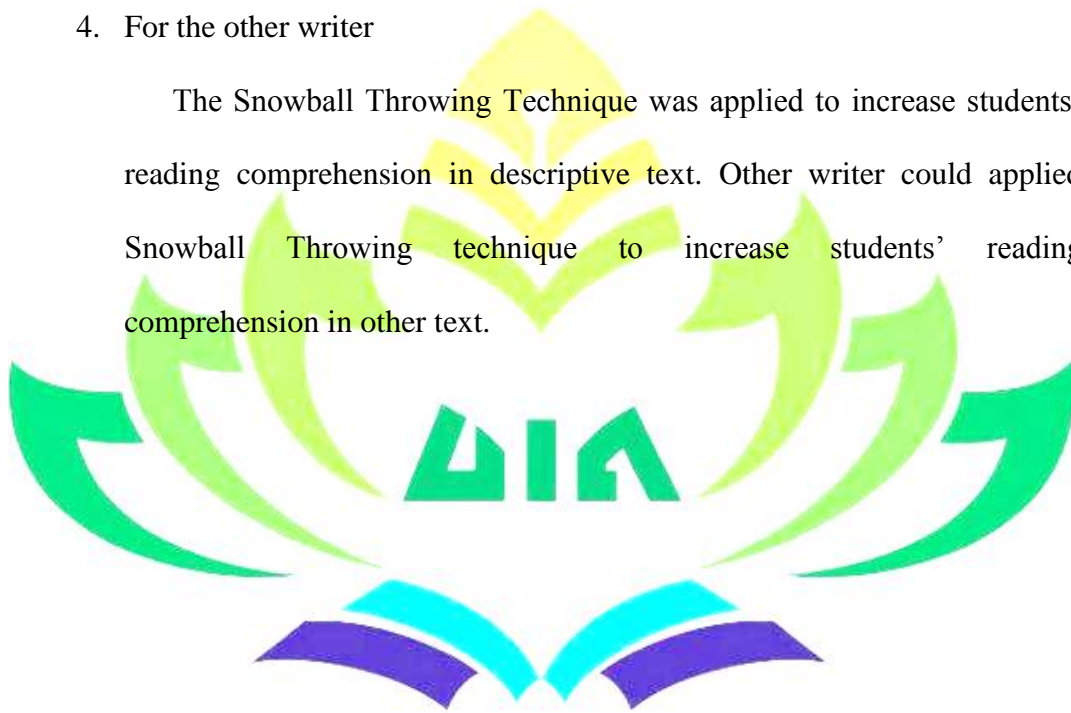
b. Teachers should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. It was important for teachers should pay more attention to students' activity during the teaching learning process in order to achieve the goal of study. The last, the teachers should be able to create the teaching learning process enjoyable, such as selecting interesting method or strategy.

3. For the students

- a. The students should be more active in learning reading text and students have to read more reading text to have more knowledge.
- b. The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity.

4. For the other writer

The Snowball Throwing Technique was applied to increase students' reading comprehension in descriptive text. Other writer could applied Snowball Throwing technique to increase students' reading comprehension in other text.





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